

**Thinking Tools Analysis**

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| **First name(s)** | Venn | Flow | Bubble | Circle | Compare and Contrast | T Chart | PMI | Cause & Effect | Open | Close | 7 Servants | HOMS | Notes |
| Jamie Stuart |  |  |  |  |  |  |  |  |  |  |  |  | Need to administer week 6 |
| Oliver David | x | x | x | x | x | Flow chart |  | x | ? | ? | x | Need more | No, maybe & yes it is a graph PMI – Improvement  Talk through open and closed – which question is for each answer? |
| Jacob Edward | X ReDo |  | X Redo | X | X | X Re do | X Re do | x |  | x | X Redo | Redo |  |
| Scott Jackson |  |  | X? | x | Used Venn | Used table didn’t sort |  |  |  | x |   Need e.g. |  | Deep thinker – has answered ques really thoroughly |
| Meghan Grace |   No name |  |  | x | Used Venn | Bar Graph | Both Names |  |  |  |  |  | Deep thinker – has answered ques really thoroughly. Quite impressive the level of knowledge, processes and thinking |
| Liam Charles | x |  |  | x | Venn | X  Flow chart | x | x |  | x | What  Where  When | No e.g. | Good use of drawings to use his thinking. Precise descriptions  Paula to go through parts |
| Tim Ian | X Tri | X |  | x | Venn but wasn’t sure | x |  | x | x |  | NA |  | Hasn’t given very detailed explanation  Both questions were closed  Good understanding of HOMS |
| Christian Graeme |  |  |  |  |  |  |  |  |  |  |  |  | Need to administer week 6 |
| Jordan Thomas Robert |  |  |  |  |  |  |  |  |  |  |  |  | Need to administer week 6 |
| Kendall Lauren | x |  |  | x |  |  |  |  |  |  |  |  | 1.A chart what do you know sort of know and don’t know  2.Compare and contrast chart can be further developed  3.Did T chart in 2 columns  A really deep understanding of the thinking tool, including when and how to use them |
| Matt William | Do an example | Redo |  | x | X – could work with Venn that he has put | X Flow chart? |  | X |  |  | e.g. got the starters |  | Called Venn diagram the old, new same chart |
| Jessica Bea Boniface |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Chloe Ashley | X Bubble chart |  | Did Venn | X | Venn | Used a tally chart | x | x |  |  |  |  | 1.Said that it is used when comparing things.  Good level of questioning and can articulate the HOMS |
|  | Venn | Flow | Bubble | Circle | Compare and Contrast | T Chart | PMI | Cause & Effect | Open | Close | 7 Servants | HOMS |  |
| Zachariah William Oliver |  |  |  More want an e.g. |  |  |  |  |  |  |  |  |  | Some good language being used to explain clear, precise and communicating with clarity |
| James David | x |  |  | x | x | x | x | x | x | x | x | Named one | Paula to read out to him  draw the outline of the bubble |
| Mikayla Ann | x | As brain storm |  | x | Venn diagram | x |  | Use for arguments writing |  |  |  | Not in detail | Explained tool well. Showed at least level 3 in thinking. |
| Rory Terence | x | x | x | x | Didn’t understand the question | Didn’t understand the question |  | x | x |  | x | Good try | 1.When some people agree some people don’t and some in the middle  2.Could ask a closed ques  3. Didn’t know the 7 Servants  4. When explained about a HOM being used he didn’t really show the connection. |
| Christina Joanne |  |  | ? | x | Didn’t understand the question | Didn’t understand the question |  |  |  | x | DNC | DNC |  |
| Jenna Ruth | Called it a bubble chart |  | x | x | x | x |  | x |  | x | Most no e.g. | No connection to HOMS | Limited knowledge tried hard to give an explanation |
| Hannah Jane |  - |  | x | x | x | Tally x |  |  |  |  |  no e.g. |  | 1.didn’t know name but great explanation  Good questioning. |
| Oliver James | x |  |  | x | x | x | x |  |  | x | x |  | 1.Yes, maybe, no it is a graph you use it to do.  May need more exposure to the HOMS language.  10.Wrote a statement rather than a question.  7 servants. |
| Kate Jane |  |  |  | x | ? | x |  | x | x | x | x |  | Good explanation of HOM persisting and preserving. Clear precise explanation of the thinking tool she does know |
| Tramane Weraheko | X rings | x | x | x | x | x | x | x |  | x | x | x | Wrote both open questions. Related thinking to our current inquiry. Not a lot of prior exposure perhaps. |
| Hope Grace | x |  | x | x | x | x |  | Needs deeper understanding |  | x | DNC | . | Is confused between bubble and Venn  HOMS- Some ideas – confused understanding of words  But what has done is good – 7 servants |
| Corey Shaun | x |  |  | x | x | A tally chart |  |  | x | x |  |  | Didn’t write open and closed. Precise explanation of what he has been exposed to. |
| Michaela Cherie | x |  | x | x | Venn |  |  | X |  |  | x | x | 1.yes/no/maybe a graph you use it when you need to spilt information  3.Draw a speech bubble  4.Did a T Chart with 4 columns  5.Knows the difference between open and closed ques  Rushed last two - Redo |
|  | Venn | Flow | Bubble | Circle | Compare and Contrast | T Chart | PMI | Cause & Effect | Open | Close | 7 Servants | HOMS |  |
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| Annalise Nicole |   Name |  |  | x | X Venn | Tally |  |  |  | x | Not all no e.g. |  | Wrote both open questions  Only had question starters  She explained her thinking with clarity and precision. |
| Ethan James |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Stella Kathleen |   Name |  |  | X  Close | X Venn | Flow chart |  | x |  |  |  |  | Has an understanding of what thinking tools are used to sort out information.  Very through in her explanation. |
| Emily Joy | x |  |  | x | x | x | x | x |  |  |  |  | Sat with Emily and highlighted key words with her and talked through the test  Will get Paula to redo test with her and write for her on Tues.  To show the difference between cats and dogs Emily put to bubble maps. |
| Kelsey Tamara | Circle chart |  |  | x | Venn – did it well | Tally |  |  | x |  | e.g. | Wrote down a KC | Wrote both closed ques. |
| ? | x |  |  | x | Bubble map | x |  | x |  |  |  |  | 1.It is a Y chart you would use it when studying something  No answers after 8 – redo |

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31 Pupils

Need to decide what PMI words are going to use

Have they got confused with some stats terms – tally?